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ABSTRACT

Procedures to help intermediate-grade social studies teachers implement a local history unit are provided. Although intended for teachers in Iowa, the guide can easily be used by educators in any state. The procedures are organized around three major generalizations: (1) buildings and artifacts are resources in explaining the history of a community; (2) people's memories are resources in explaining the history of a community; and (3) documents are resources in explaining the history of a community. For each major generalization, lessons dealing with various subtopics are provided. Separate lessons for each of the intermediate grade levels--4, 5, and 6--are provided for each subtopic. Information provided for each subtopic includes summary, objective, suggested time, materials, and procedures or teaching methods. Students are involved in many different kinds of activities. For example, students sketch examples of architecture from their local community, take part in simulations, debate issues, make a community timeline, research primary sources, take field trips, research family histories, and interview community persons. The guide concludes with a glossary of old-house parts. (RM)

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Reflections of Yesterday

Processes for Investigating Local History

Intermediate and Middle School Level

Iowa Department of Public Instruction
Des Moines, Iowa

and

Southern Prairie Area Education Agency 15
Ottumwa, Iowa

1985

[Richard Gage]

Reflections of Yesterday

Reflections of the past step through the mirrors of yesterday into our todays and tomorrows.

The way we were. . .

the way we are. . .

the way we will be. . .

Reflective thinking turns the patterns of yesterday into the realities of today and the hopes for tomorrow.

Reflections of yesterday

appear in

the mirror of today

and shine into

the mists of tomorrow.

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Introduction

Why learn about local history?

A unit on local history is of great value because:

- It scales down the content and process of historical studies. A small segment of the world is easier to understand than the whole continental landform or a large political division.
- Local history can be interpreted through the use of objects and people close at hand. Local history is less abstract.
- Local history is more relevant to students' lives and frequently more interesting to students.
- Once the processes of historical analysis are understood, they can be applied to other content in the social sciences.

What is the process used in these activities?

The activities offer a framework or structure for processing locally available historical information. The community provides the physical, oral, printed and visual content of local history information.

Each available source of information (buildings, people, books, letters, maps, etc.) is an example of a form of media with a message. Students learning to view such objects with an inquiring attitude ask:

- Who was/is it?
- How was/is it used?
- Who created it and why?
- Why is it here now?

The historic message from each source of information must be analyzed and integrated to provide a whole picture of the community's history. A teacher may use the following considerations in choosing lessons from *Reflections*:

- **Available resources**. The quantity and quality of collected items and available experiences need to be considered.
- **Product of unit study**. Some product (such as a fair, a program, a report, a play, a display) may be the desired outcome, and this can be of real service to the community. The product can be planned or may evolve as a result of one or a combination of several lessons that aid student analysis and interpretation of local historical information.

Where and how is the content located?

Knowing how to locate resources is a valuable process for students to learn. It is not solely the responsibility of the teacher; it is a shared responsibility which raises students' awareness of the historical value in places, people and objects they have taken for granted.

Lessons in Generalization I deal with places and buildings that exist in the community. During some of these lessons students can begin to search for and make contact with other sources of information.

Students may obtain copies of old letters, diaries, newspapers, pictures—anything in print from some community source. Quantity is not important. In fact, it is better to have photocopies of one page which can be handled than to see the whole from an untouchable, unreadable distance.

Field trips to sources of information, and classroom visits by community members can be arranged cooperatively by students and teachers.

Another useful item to collect is travel literature from other communities. These materials are written to attract tourists, and are often more provocative and interesting to students. Their utility in a local history unit is as a model. Students learn the historic value of their own community and learn to communicate about it in interesting, colorful language.

Something to consider. The nature of the resource suggests which lesson to use. The process of locating, analyzing and interpreting that resource may result in greater impact on learning than the content of the resource.

Goals

Knowledge

Students will learn that:

—Events of the past leave clues behind to help people understand the thoughts, ideas and decisions made in earlier years.

—Clues to past events appear in many forms – buildings, artifacts, orally shared memories and documents.

—Owners preserve objects, memories and documents because they are unique or are linked to the past in a way that makes them significant to the individual or group.

—Some specific facts are significant in explaining the development of the community.

Skills

Students will increase their ability to:

—Extract pertinent information from a variety of visual, print and oral sources.

—Arrange information in patterns that aid analysis, such as cause-effect, sequence and point-of-view.

—Reason deductively in the search for effects of community decisions on personal lives.

—Reason inductively in the search for effects of personal decisions on community life.

Attitudes

Students will experience activities that lead to:

—Empathy with opinions and feelings of individuals.

—Valuing buildings, objects, sites and oral memories because of their link to the interpretation of the past.

—A sense of continuity in life, since decisions of the past affect activities of today and tomorrow.

Generalizations

GENERALIZATION I

Buildings and artifacts are resources in explaining the history of a community.

Subtopic 1

Objects, large and small, tell a story of the past in their purpose and placement.

Rationale

Buildings and artifacts are silent reminders of the plans and fulfilled dreams of previous time. The exploration of this subtopic helps students interpret messages of form and function by investigating building design and placement. Students learn that decisions about architectural design and geographical location depend on the intended function of the building.

Changes in traffic patterns and technology cause changes in building functions. Building design is adapted for new functions. The existence of old buildings used in new ways is evidence of community change.

Planned and unplanned settlement patterns show areas of business and residential use. Industrial areas and recreational areas are also parts of most communities. At some point in their development communities usually pass zoning laws to restrict types of land use to specific areas.

The level of connectivity between the local community and distant places has a significant impact on the economy and social life of the community. Isolated communities change less rapidly.

Level One:
Woodwork Comparison

Summary

Students will observe 19th century millwork styles and compare them with building styles today.

Objective

Students will recognize that the handcrafted millwork of the 19th century reflects much skill and labor on the part of craftspersons. This type of work is uncommon today.

Suggested Time

One class period

Materials/Equipment

Worksheets: Examples of Millwork for 1895

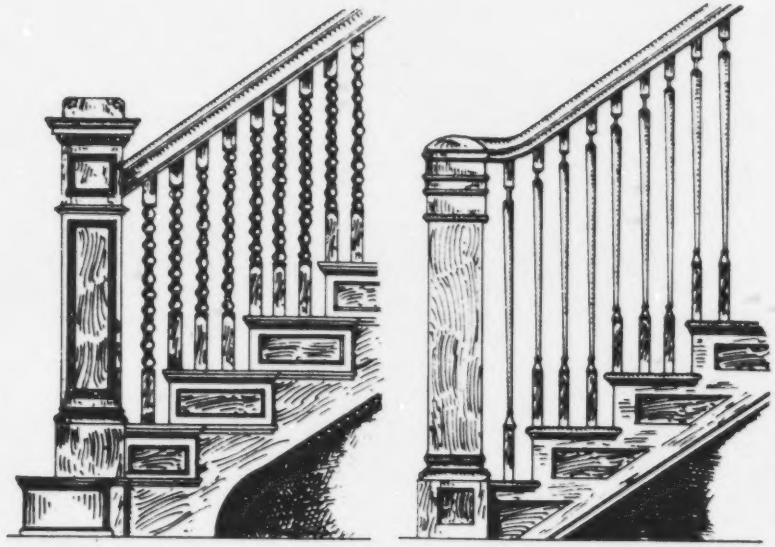
Vocabulary

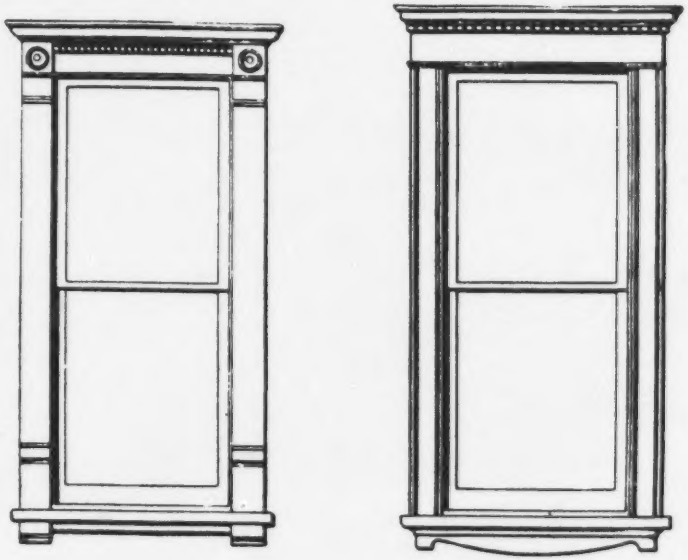
millwork

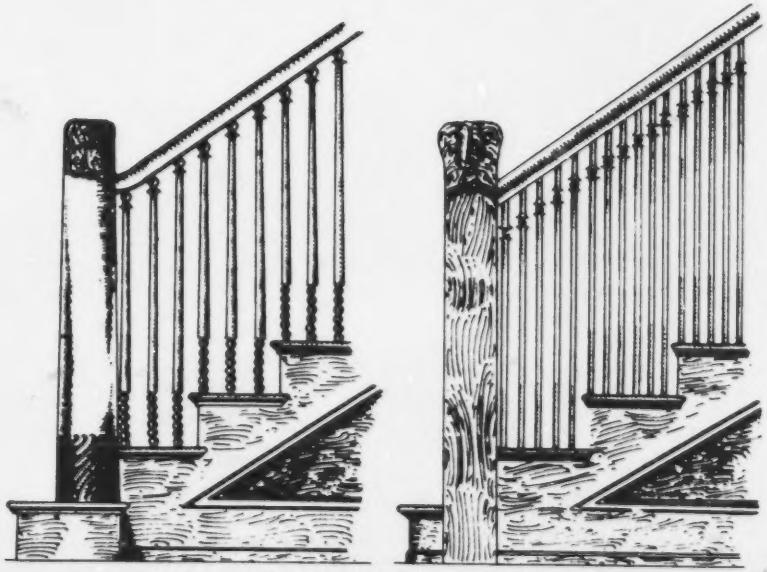
Procedure

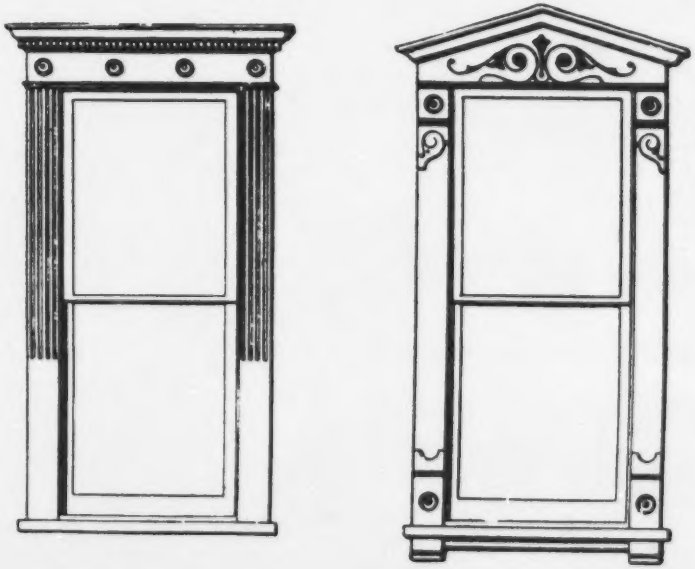
1. Distribute copies of the sheet, "Examples of Millwork for 1895." Have students make observations about the type of building materials available in 1895. Contrast this with the kinds of materials that are typical today.
2. Discuss how these samples reflect the artistic and economic possibilities of the day. People appreciated a lot of architectural detail. In addition, workers were available to do more handwork than is affordable today.
3. Have students go into the community and find examples of similar woodwork. Have them look at second story windows on storefronts, homes in older parts of town, and public buildings.
4. Encourage students to sketch examples of windows, doors and other fancy millwork which they observe in the community. Encourage them to bring drawings to class to share and compare with other students.

Examples of Millwork for 1895









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Level Two:
Transportation Trends

Summary

Students will observe community changes in transportation for the last century and the visible marks left on the community.

Objective

Students will recognize the relationship between the location of transportation depots and the development of the community.

Suggested Time

Two class periods

Materials/Equipment

Drawing paper, markers, bulletin board materials, map of the community.

Procedure

1. Review the following facts about the development of Iowa transportation:
   a. Before 1850, Iowans traveled by foot, steamboat, stagecoach or wagon.
   b. After 1850, the railroad had a profound effect on Iowa's economic and social development. It was efficient, reliable and economical for transporting both passengers and commodities.
   c. The railroad developed very rapidly during the last half of the 19th century. In 1850 tracks were beginning to be laid. By 1905 the state was webbed with railroad lines. It was said that there was nowhere in the state where a person could be farther than eight miles from a railroad depot.
2. Discuss the current placement of railroad lines through your community and how the placement of tracks (most likely through the old downtown area) reflects the importance of railroading to the early development of the community.
3. Locate the local railroad depot (or its original location). Find out what the building is being used for today. Many are currently restaurants, storage buildings, businesses, museums or even homes. A few are still in operation.
4. Identify the railroad's counterparts today (bus, truck, airplane, auto). Contrast and discuss the location of the bus depot, truck loading dock and airport with the location of the railroad depot.
5. Make a "Transportation Then and Now" bulletin board contrasting transportation today with that of 100 years ago. Using a community map for the 1880s and 1980s, show locations of transportation depots drawn by students.

Level Three:
Victorian Architectural Styles

Summary

Students will observe pictures of historic homes across Iowa as an index to the economic development of the state.

Objective

Students will recognize the relationship between architectural development and economic prosperity.

Suggested Time

Two class periods

Materials/Equipment

Transparency: "Common Victorian Motifs"

References

1. Plymat, William, Jr., *The Victorian Architecture of Iowa*. Elephant's Eye Inc., Des Moines, Iowa, 1976.
2. Shank, Wesley I., *The Iowa Catalog, Historic American Buildings Survey*. University of Iowa Press, Iowa City, Iowa, 1979.
3. Wagner, William J., *Sixty Sketches of Iowa's Past and Present*. Brown and Wagner, West Des Moines, Iowa, 1967.

Vocabulary

Victorian Era (1838-1898)	Italianate style
mansard roof	cupola

Procedure

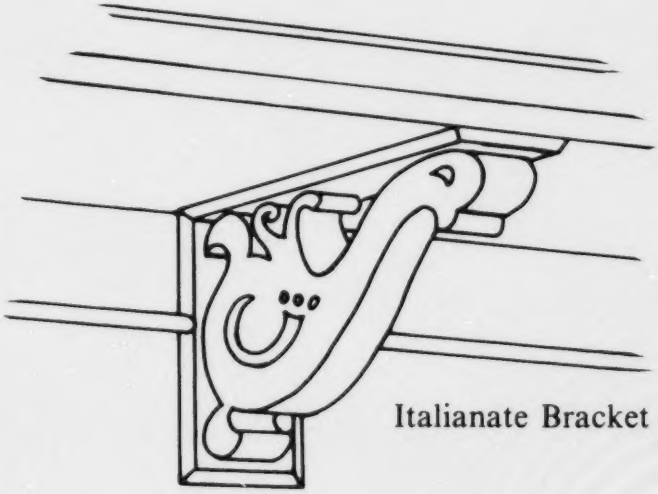
1. Introduce the lesson by reviewing the general settlement pattern of the state:
   a. Iowa opened for pioneer settlement in 1833.
   b. Settlement progressed in a general southeast to northwest direction.
   c. The river towns were settled first, e.g., the largest Iowa towns in 1850 included Clinton, Muscatine, Dubuque, Davenport, Keokuk, Ft. Madison, etc.
   d. Pioneer settlement was an uneven progression northwestwardly beginning in 1833 and closing around 1870.
2. Review the architectural development of the 19th century in Iowa.
   a. The first settlers lived in cabins or sod homes considered temporary dwellings.
   b. As an area progressed economically, more commodious dwellings were established.
   c. The Victorian Era (1838-1898) produced a unique style of architecture whose mark on Iowa remains today.

d. Victorian architecture, accurately described by the adage, "Too much is not enough," is characterized in part by the mansard roof, the Italianate bracket, the cupola, much detailed gingerbread and a mishmash of other exterior embellishment unified only by their commitment to visual movement.

3. Using the reference books listed and a transparency of the sheet "Common Victorian Motifs," show examples of Victorian architecture.
4. Lead students to hypothesize where the most embellished examples of Victorian architecture would be found in Iowa. Communities settled first (river towns particularly in southeastern Iowa) boast the finest examples of Victorian architecture, the obvious result of economic development.
5. Provide students with copies of the reference books. By observing the location of towns listed in these references, the students may test their hypothesis.
6. Based on the information gained concerning architectural development in Iowa, take students into the local community to observe evidence of Victorian architecture. Fit local observations into the general picture of 19th century architectural development in Iowa.

Mansard Roof

Common Victorian Motifs



Italianate Bracket

Cupola

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GENERALIZATION I

Buildings and artifacts are resources in explaining the history of a community.

Subtopic 2

The growth and decline of population in a place has an effect on the number, use and placement of objects.

Rationale

Migration decisions of people have an effect on the growth and decline of a community. Most people decide to move to avoid a bad situation or to seek better conditions. What is "better" for some people may be "worse" for others; therefore, decisions to move are personal ones. A migrant's original culture and reason for moving contribute to the ability of the newcomer to retain, change and adjust ideas from those held in the former home.

Buildings and artifacts are the concrete evidence of cultural ideas and economic opportunity. Although such things have great similarities, their individual, unique designs provide clues to the decisions made by the people who built the community.

Level One: Community Changes

Summary

Students will observe maps of the community and observe the changes that have taken place over the last century.

Objective

Students will recognize that physical characteristics of the community change as the population characteristics change.

Suggested Time

One class period

Materials/Equipment

Current map of the community (check with local chamber of commerce).

Map of the community for approximately 1900 (check with local or county historical society).

Procedure

1. Introduce the lesson by showing a map of the community for around 1900. If no map is available, rough out a map on the chalkboard or a transparency. Allow time for students to make observations and locate their homes or other local sites.
2. Display a map of the present-day community. Discuss how the community has changed, i.e., less-centralized shopping areas, expanded neighborhoods, multiple school buildings, etc. Discuss the reasons for these changes.
3. Conclude the lesson by having students make up before and after statements about the community. Example: Before 1900, Twelfth Street was on the edge of town. Today, Twelfth Street is downtown.

Level Two: Development of Fire Service

Summary

Students will analyze the development of fire service in the community, noting changes that reflect the development of the community.

Objective

Students will recognize that public services and their visible characteristics reflect the development of the community.

Suggested Time

Two class periods

Materials/Equipment

Map of the community

Procedure

1. Discuss the importance of fire safety for the well-being of the community. Present the history of fire safety in the community as a classroom project.
2. Have students propose ways in which the history of fire safety could be investigated. (Check at the fire station, interview retired firefighters, investigate the local historical society or ask at the local historical society or museum.)
3. If possible, have students investigate the history of the fire department through telephone interviews or by personal visits. They should identify when service first started, where the station was located, how it was staffed, and records of any spectacular fires in the community. It would be particularly effective to have photocopies of special documents or photos related to the history of the department (the first fire engine, the first fire house, etc.).
4. When data has been gathered, have students compare the early community fire service with current service and facilities. Discuss why fire buildings have changed, why volunteers are no longer used in larger communities, and why in some cases multiple stations are now used. Use a community map to illustrate these changes.
5. Discuss these factors in relation to the changing community, noting that as the population changes the services in the community will be affected.

Level Three: Shopping Facilities Comparison

Summary

Students will investigate the shopping opportunities in the community for the year 1900 and compare with present-day opportunities.

Objective

Students will recognize that as the community develops technologically and geographically, the types and location of stores in the community change also.

Suggested Time

Two class periods

Procedure

1. Begin the lesson by identifying the location or locations in the community where students and their parents shop. Identify specific types of products and specific stores. For example, groceries may be bought at one location, clothing at several locations, a bike elsewhere.
2. Have students project what the shopping needs may have been in 1900. After students have had time to make suggestions, have them identify questions to test their ideas. The following questions might be identified:
   a. Where were shopping areas in 1900?
   b. What kinds of stores were available then?
   c. What products were sold then?
3. Visit a rest home or have a senior citizen come to class to answer questions about shopping in earlier days. If this is not possible, assign questions to various students. Suggest that they call or personally contact senior citizens who would remember earlier days of the community. Instruct students on the proper protocol for this task.
4. When responses have been gathered, compare shopping needs and opportunities in 1900 with those of today. Encourage students to recognize that as society develops technologically and geographically, the community becomes much more diverse. The geographic changes are reflections of these social changes.

GENERALIZATION I

Buildings and artifacts are resources in explaining the history of a community.

Subtopic 3

An object's "value" depends on the viewpoint of the owner.

Rationale

Buildings constructed in a different era remind people of the past. That past may be preserved or rejected as people make individual and collective decisions about the buildings in their community.

"Old" is a relative term which has little and varied meaning for the very young. Modern American society tends to be youth-oriented, placing little regard on something or someone "old." However, "old" and "no good" are not synonymous.

Old buildings and objects are valued because they are unique or represent a memory of the past. The memory may be of a previous time or of an important person or event from the past. Statues and cemeteries are good examples.

Level One: Desk Drawer Discoveries

Summary

Students will identify personal property and compare its intrinsic value with its sentimental or personal value.

Objective

Students will distinguish between the intrinsic value of objects and the personal value of objects.

Suggested Time

One class period

Procedure

1. Introduce the lesson by asking students to list the items they keep in their desk drawer at home or some other special place where they keep personal items. Encourage them to identify items that might have a particularly personal value, such as school pictures of special friends, a bookmark given by a grandparent, or a ribbon won at a sports event.
2. After listing several items on the board, randomly write a name of a student in the class next to each item. Tell the students that these items now belong to the person whose name appears beside the item. Discuss the difference of perspective when the special meaning is disassociated from ownership. For example, a ribbon won at a sports event would carry very little value except to the person whose name appears on the ribbon.
3. Apply this simulation to the community. Discuss the special value held by an old, dilapidated house when the house has been in the owner's family for 100 years and has been the only home the owner has known.

   The same could apply to old church buildings, theaters, landmark trees, old bridges, etc. Discuss special items in the community which may fall into this pattern.

Level Two:
The Broken Vase

Summary

Students will compare personal reactions to objects based on the closeness of the objects to the students' personal lives.

Objective

Students will distinguish between the intrinsic value of objects and the personal value of objects.

Suggested Time

One class period

Materials/Equipment

Antique picture of a person

Vocabulary

Antique

Procedure

1. Introduce the lesson by showing the antique picture. Ask students if they know who it is. Ask them if they would like copies of the picture to hang in their bedrooms. (In all likelihood their responses would be negative.)
2. Have students pretend the picture is a family member. Ask them how their attitude toward the photograph would change and discuss the changes.
3. Read the following two situations and discuss the differences:

Story A

You stop by a garage sale and notice there is an antique vase for sale. You recognize that the vase is only marked 50 cents and you are sure your mother bought one similar to it at an antique shop and paid $20. You buy the vase but on the way home you drop it and the vase is broken.

Story B

Your great-aunt Bess comes to visit and brings you an antique vase she had been given by your great-grandparents. Although the color and shape of the vase is not what you would have chosen, you feel honored that she would think of giving you a family heirloom. You place the vase on the shelf over your bed. That evening you enter your room to find the vase has been knocked off the shelf by the cat and smashed into a thousand pieces.

4. After discussing the differences between the two situations, apply these principles to the community. Discuss how buildings or other objects in the community may be held in high esteem by some community members and low esteem by others.

Level Three:
Community Development Simulation

Summary

Students will debate a simulated situation where a proposed highway would require the demolition of an older woman's personal property.

Objective

Students will recognize conflict of values when personal property is sacrificed in the interests of the larger community.

Suggested Time

One class period

Procedure

1. Read the following story:

   The community of Cedar Bend is proposing a new route for Highway 10 which runs through the downtown section of town. The proposed route would bypass the downtown and circle the city limits. The proposed route for Highway 10 would require that the state purchase 10 acres of Mrs. Brown's farmland along with her house.

   Eighty-one-year-old Mrs. Brown is against the sale of part of her farm and vehemently against selling her home. The dilapidated structure, the only home Mrs. Brown has ever known, at one time sat by itself in the country. Now, with the growth of the community, her home sits on the edge of the city. The house has become somewhat of an eyesore with its peeling paint and overgrown shrubs.

   The Department of Transportation has an alternate route planned which would require taking part of a state park.
2. After reading the story to the class, divide the students into two groups, one representing Mrs. Brown's side and one representing the city. Allow time for each group to prepare its arguments before debating the issue.
3. Relate this hypothetical simulation to the local community, identifying specific properties or objects in the community which might be controversial in this context.

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GENERALIZATION II

People's memories are resources in explaining the history of a community.

Subtopic 1

People share memories for different reasons.

Rationale

Orally shared memories of older members of the community represent a rich resource of information about the past. Students need to be aware of both the content and process in collection and analysis of oral history.

A visit with an older person may be a disaster for that person and for students unless the students are adequately prepared. Our society is youth-oriented and frequently older folks and their memories are not respected. Students need to develop respect for the value of shared memories.

People's memories are unconsiously selective in recalling past events, and people consciously edit their memories for the audience with whom those memories are shared. The purpose for sharing memories has a significant effect on the nature of information obtained by the listeners.

Level One: Life Memory Line

Summary

Students will make a personal memory line for their lives and share the important memories of their lives with other students.

Objective

Students will recognize which events in their lives have been personally significant and that these memories are unique to each individual.

Materials/Equipment

Student copies: "My Personal Memory Line"

Procedure

1. Introduce the lesson by having students reflect on their lives and identify particularly memorable events. Categorize the events according to those which are unique personal experiences (i.e., the time I broke my arm) and those which are common experiences (i.e., the first day of kindergarten).
2. Distribute copies of the sheet, "My Personal Memory Line." Allow time for students to identify and illustrate significant events in their lives. Eight spaces are provided on the worksheet for students to illustrate and describe their memories. Lines can be drawn from the spaces to the timeline to sequence the events.
3. After the timelines are completed, discuss students' responses focusing on the unique events which each one considered significant. Discuss the unique manner in which each person interprets history, and why certain events are significant to some individuals but not to others.

My Personal Memory Line

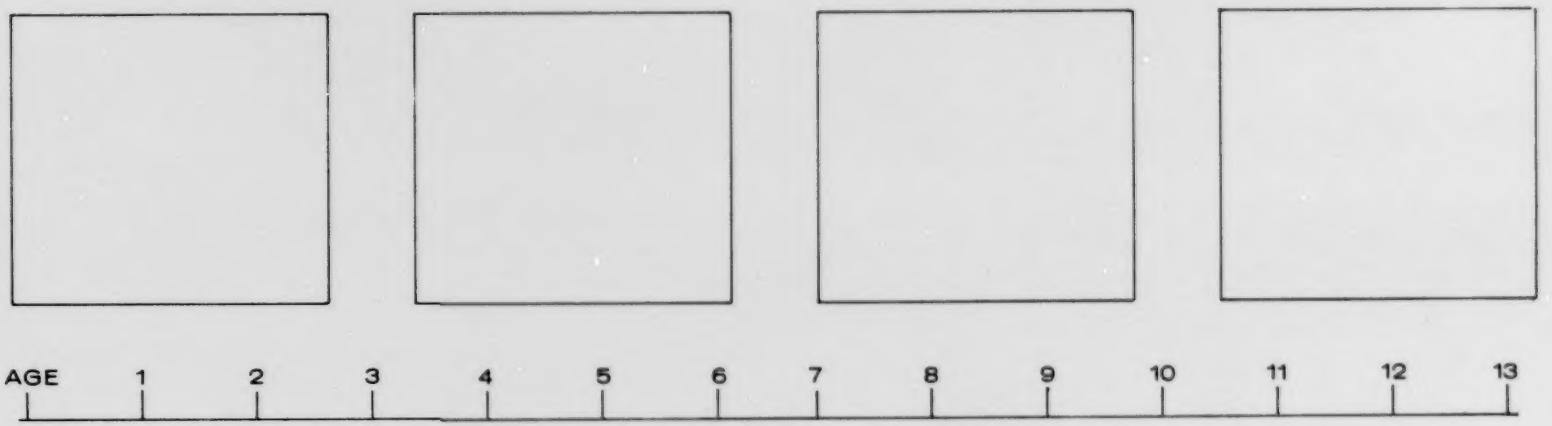
Name _____

Event: _____

Event: _____

Event: _____

Event: _____



Event: _____

Event: _____

Event: _____

Event: _____

Level Two:
Interview Experience

Summary

Students will interview a senior citizen to determine why older people like to share memories.

Objective

Students will recognize that people share memories for different reasons.

Suggested Time

Two class periods

Procedure

1. Introduce the lesson by posing the question, "Why do people like to talk about events which have happened in the past?" List student responses on the board. In all likelihood, students will identify some of the following reasons:
   - to share happy events
   - to relive the past
   - to share sad memories
   - to help people today learn from past errors
   - to discredit present-day changes
   - to preserve the past.
2. Suggest that students interview some older people in the community to find out why they like to talk about the past. With students' suggestions, put together an interview form highlighting the following questions:
   a. Do you like to talk about memories of your life? Why?
   b. Are there happy memories you particularly like to talk about? If so, what?
   c. Are there sad memories you particularly like to talk about?
   d. Which would you rather talk about?
   e. Do you think that students today could learn from your experiences? If so, what?
3. Set up an interview with senior citizens. Allow time for students to ask questions and take notes on responses.
4. After returning to class, summarize responses and discuss the findings, focusing on the reasons people like to share memories.

Level Three:
Interview Tally

Summary

Students will conduct a taped interview of an older person and analyze the types of memories they chose to share.

Objective

Students will recognize that people share memories for different reasons.

Suggested Time

Two class periods

Materials/Equipment

Tape recorders, blank tapes

Procedure

1. Introduce the lesson by having students reflect on why they like to share memories of their life, i.e.:
   - to relive the past
   - to help others learn from their mistakes
   - to avoid change
   - to share accomplishments
   - to recruit sympathy
   - etc.

   Project their ideas into the context of senior citizens. Would senior citizens probably share memories for the same or similar reasons?
2. Set up an interview for students to test their ideas. Start by listing several general questions that will get the interviewee talking about his or her life. For example:
   a. When and where were you born?
   b. Describe your family as you were growing up.
   c. Tell a little about your school experience.
   d. Describe the community in which you grew up, etc.
3. After identifying questions and coaching students on interview procedures, arrange for a taped interview session.
4. When you return to class, discuss the taped responses according to the criteria identified in Step 1, tallying the types of memories senior citizens enjoyed sharing.

GENERALIZATION II

People's memories are resources in explaining the history of a community.

Subtopic 2

Each individual carries a different memory of experiences.

Rationale

Sharing memories is little more than storytelling time unless students learn how to deal with the content of memories shared by older members of their community. Each memory they collect will be different from other collected memories because each contributor is different.

Individual perspectives on life, shaped by separate attitudes and experiences, cause people to unconsciously select their memories. People don't remember everything that happened during their lives; memories are selective, and shared memories are even more selective.

Some memories in the students' collection of oral history may contrast with other memories; some memories may actually conflict with facts from other sources. Students can use the processes of historians in selecting the facts which they feel best tell the story of their community's development. The focus is not on the "right" answer, but on the variety of possible explanations of events that emerges from the contrasting and conflicting orally shared memories.

Level One: Conflict Role-Play

Summary

Students will role-play situations where two parties disagree on what happened in a certain instance.

Objective

Students will recognize that people carry individual interpretations of their experiences.

Suggested Time

One class period

Procedure

1. Introduce the lesson by having students recall a television show, a movie or a family incident in which an accident occurred and the parties involved did not agree on what really happened. For example, the parties involved in an automobile accident may not agree on whether or not the light had turned red.
2. To personalize the concept even further, have students share conflict situations in school where the students disagreed, for instance, as to whether the kickball landed on the line or not, whether Billy pushed Jimmy first or Jimmy pushed Billy first, etc.
3. Divide the class into small groups. Have each group identify a conflict situation. After providing preparation time, have each group present their conflict role-play situation.
4. Follow-up by relating these experiences to people's interpretation of history. Discuss this particularly in the context of oral history.

Level Two:
Interview Contrasts

Summary

Students will interview two family members who would recall the same event in their family's history.

Objective

Students will recognize that each individual carries a different memory of experiences.

Suggested Time

Two class periods

Procedure

1. Introduce the lesson by asking the students if they have ever encountered a situation where they and another person observed the same event but disagreed about what happened. Discuss incidences students think about.
2. Relate these experiences to our lifetime memories. Discuss how each person brings a different set of background experiences to each new event, and how individual interpretations of such events will thus vary.
3. Have students identify two family members who would recall the same event (i.e., the time the garage caught fire). Have the students take the two family members aside separately and ask them to recall what they remember of the event.
4. Discuss the results in class, focusing on the variations between the stories and how each individual carries a different memory or interpretation of an event.

Level Three:
Compare Viewpoints

Summary

Students will interview people from contrasting backgrounds concerning their memory of life during a specific period of time.

Objective

Students will recognize that individuals carry different memories of the same experiences.

Suggested Time

Three class periods

Procedure

1. Identify a period of recent American history (the Great Depression, World War II, the 50s) from which to collect the impressions of local citizens. Select a period the students have studied so students can put comments of local residents into a state and national perspective.
2. Introduce the lesson by discussing the time period and students' perceptions of the experience on the local level.
3. Arrange ahead of time for a class visit to a retirement home to interview residents concerning their memory of the particular period being investigated. Select residents with contrasting experiences. For instance, if the Great Depression is being studied, interview both an employed and unemployed worker, interview a farmer and a city worker, interview women and men, etc.

   Be certain students are ready for the interview with prepared questions, and have practiced the procedural aspects of the interview.
4. After returning to the classroom, discuss students' notes on their interviews. Discuss the differences and similarities between the experience of each person interviewed. Highlight the concept that although each person was affected by similar circumstances, each person's individual memory of the experience was unique.

GENERALIZATION II

People's memories are resources in explaining the history of a community.

Subtopic 3

Collected memories provide valuable information for analyzing a previous time.

Rationale

Arranging historic facts in various patterns aids in the analysis and interpretation of those facts. Students can group facts in chronological sequence, in cause-effect relationships, and in a variety of patterns that reflect viewpoints on given issues.

Oral history can supply raw data for one or more of these arrangements of facts. Furthermore, oral history reveals a rich supply of attitudes, providing students with opportunities to hypothesize and evaluate in creative exploration of local history.

Note: The following three activities focus on the history of the community through the eyes of its residents. Arranged in order of difficulty, the activities focus on a specific aspect of local history and require firsthand visits with local residents.

Level One: A Century of Celebration

Summary

Students will investigate how residents of the community celebrated a particular holiday during the last century.

Objective

Students will recognize that individual memories can be collected to form a larger picture of the community.

Suggested Time

Three class periods

Materials/Equipment

Drawing and writing paper, markers, crayons

Procedure

1. Before the lesson, select a particular holiday or community festival to provide the focus for this lesson. Any significant holiday or celebration that has been observed for the last century could be selected. For the purpose of discussion, the Fourth of July will be used when describing this lesson.
2. Introduce the lesson by asking students to describe how their family celebrates the Fourth of July. Some students may suggest annual family reunions, picnics, fireworks, vacations, parades, etc.
3. Present the celebration of the Fourth of July as a problem in community history. Have students suggest possible ways to find out how the holiday was celebrated in the community during the last century. They will most likely identify people's memories as the most readily available source of community information.
4. Identify nine people (ages 95, 85, 75. . .15) that students could interview concerning their childhood memories of Fourth of July celebrations. Hopefully these people can supply not only personal, anecdotal information about the holiday, but also facts about community-wide celebrations (parades, band concerts, speakers, ice cream socials, etc.).
5. After interviewing each person, have students write summaries and draw pictures to tell the story of a century of celebration in the community. Have students share their findings with the class in chronological order. Discuss changes in the celebration and how these changes reflect changes in the community. These drawings and summaries could be bordered in red and blue paper and displayed for the school under the caption, "A Century of Celebration."

Level Two:
Community Quilt

Summary

Students will create a community quilt based on the stories of local residents.

Objective

Students will recognize that individual memories can be collected to form a larger picture of the community.

Suggested Time

Three class periods

Materials/Equipment

Assorted reference books illustrating quilt patterns, 12" x 12" squares of construcion paper (a light color), markers and crayons.

Procedure

1. Introduce the lesson by showing students pictures of quilt patterns. Ask students to identify what the patterns have in common e.g., although each square is unique in some way, together the separate squares can form a larger design or pattern.
2. Introduce the idea of making a community quilt illustrating the collective memories of local citizens. Have each student in the class think of one person they know who has lived in the community for many years and could be interviewed sometime during off-school hours. This person could be a neighbor, a relative or even someone employed by the school.
3. After each student has identified a person to talk to, discuss with the students how to take an oral interview and specifically what information they are looking for. Students should explain to each person interviewed that they are making a community quilt at school and they are looking for stories or memories of the community which the person feels should be recorded or remembered.
4. After each student has interviewed one person and written a summary of the person's selected community memory, have students illustrate the story on the 12" x 12" quilt squares. Students may wish to use both a drawing and a written summary on their square.
5. When students have completed their squares, have each student share their quilt square. The squares should then be assembled by gluing them to a larger paper or stapling them to a bulletin board. Students may have suggestions for assembling the quilt based on the content or vintage of the story.

Note: Authentic quilting materials and processes are not suggested because of the time required and because this activity emphasizes the concept of diversity within unity rather than the actual craft of quilting.

Level Three:
Community Timeline

Summary

Students will create a timeline of the community after researching sources in the community.

Objective

Students will recognize that multiple sources may be used to gain a better picture of a community's history.

Suggested Time

Four class periods

Materials/Equipment

One roll of butcher paper for community timeline.

Procedure

1. Introduce the lesson by having students think about a general timeline of United States history. Have them identify the major periods which would typically be found on a timeline of U.S. history. Included should be exploration, colonization, the Revolutionary War, westward expansion, the Civil War, reconstruction, World War I, The Depression, World War II, post-war era, Vietnam era, etc. Draw the timeline on the board.
2. Introduce the idea of a timeline for the community. Have students identify possible ideas for a community timeline. Included might be the date of first settlement; birth dates of locally born national figures; major disasters such as fires, floods or tornadoes; the beginning of local industries; the advent of electricity, telephones, or natural gas; major crimes, etc. Discuss the difference between the two timelines contrasting political, national history with social, local history.
3. Have students suggest people they could go to when making a community timeline, i.e.,
   - local historical society members
   - local residents of rest homes
   - librarians
   - members of local clubs or churches
   - family members
   - etc.
4. After identifying the kind of information being sought, divide students into task groups to contact

various people in the community. Telephone interviews, classroom guests and field trip visits could all be used to gain information about the community.

5. After students have had sufficient time to collect data and information, have each task group share their findings with the class. Specific events should be marked on a timeline made from a roll of butcher paper. Summaries of events told in the words of local residents interviewed by the students could also be attached to the timeline. For instance, the fire of 1909 which burned out most of the downtown area would be much more exciting to students if an eyewitness description was included on the timeline. Also, include illustrations or photographs where appropriate.
6. If possible, present your timeline to the local historical society as a culmination of the activity.

GENERALIZATION III

Documents are resources in explaining the history of a community.

Subtopic 1

Published and private accounts of events are written for different purposes and therefore appear in many forms.

Rationale

Words appearing on paper express thoughts of individuals and/or groups of people. Thoughts on paper reveal events, ideas, fears and trends of the period in which they were written.

Written words must be analyzed in terms of their originally intended purpose and audience. Words in private diaries provide different messages about the times than those published in newspapers. Advertisements tell a story about the technology and values of a period from a different viewpoint.

Whether or not writing of another period is available locally, students can analyze the differences between types of current writing and reflect on the messages they reveal about the community. Current community writing contributes to the history of that community for future generations. The preservation of written material in any time period depends on the value placed on it as a record of life in that time and place.

Level One: Document Contrast

Summary

Students will view documents from Iowa's pioneer period and make observations about life in 19th-century Iowa.

Objective

Students will recognize that documents are a reflection of the time in which they were produced, and provide valuable information about that time.

Suggested Time

One class period

Materials/Equipment

Transparencies of the attached document packet

Procedure

1. Introduce the lesson by projecting each document on the overhead and asking students to observe what the documents have in common. Don't discuss the documents as they are projected. Give students time to make observations.
2. After each has been observed, discuss students' observations. The obvious conclusion should be that the documents were written in another time. Ask students how they know they were written at another time (some dates appear, descriptions don't fit with our experience today, etc.).
3. Briefly project and discuss each document focusing on what can be learned about another time by making observations of documents from that time.
4. Conclude the lesson by relating this experience to the method of the historian doing original research.

Council Bluffs, Sioux Trading House
Upper Missouri, Feb. 15th, 1841

Friend Able,

You will excuse me for not writing you sooner, for it was not a want of friendship to you, but many other things. I wished to learn something more of the country & Trade, of the Situation of different Nations of Indians, &c.

The country that I traveled thru, up the Missouri River above the State of Missouri, is not so good. It is one extensive prairie from the state line to the Rock Mountains, interspersed with groves and strips of Timber and generally scrubby. The prairies however are very rich and dry. On the small river, and on the Missouri bottoms, the timber is better, but it is principally cotton wood. The Council Bluff country (where I am situated) is a perfect prairie country. You may go on to the Bluffs, and look as far as the eye can reach, and will see nothing but the sky, not even a single bush. You may possibly see a stray Elk or a Deer, or an Indian hunter, going or returning from his hunt over the hills.

I have built our store on the bottoms of the Missouri (within five rods of the water) on account of Timber and water. The Traders are all here, there are three other establishments here at present. They are all French and compose nearly all the white inhabitants here except some half breeds. I am on the East side of the River in the Pottowatomie town. There is a small Town on the opposite side of the River called Belleview, there are two Trading houses and a missionary establishment, the rest of the inhabitants are Indians.

The Otoes, Mahaws, Missouris & Ioways own the other side of the River from us, for about two hundred miles up and down. The Winnebagoes are expected to come here in the spring, and will settle on the west side of M. R. about 20 miles below us. They draw large annuities, about $150,000 I have been told. The Pottowatomies draw between 60 and $70,000. It is a great place for Trade here and no mistake. The Sioux are above us. We send goods among all of the nations. We shall not be able to do much this year, for we were strangers in the country. I have a Frenchman with me as assistant, but we send goods in commissions by the half breeds among the Indians, we have plenty of Indians around us, I assure you.

As to Trade, friend Able, I can say more about it in the course of a year, should I live, than I can at present, but I have no doubt at all but you can do well in this country. The fur Trade will be good here for a great many years, and the annuities of the Indians are large. Though I think the Pottowatomies will trade their country off, and remove to Kansas river, below us. They have five millions of acres here in a new body. There were commissioners here this fall and tried to make a Treaty, but did not succeed, they intend coming back in the spring.

Drop me a newspaper occasionally if you have some to spare. I shall be able to get them from the post office some times.

You will receive
my best wishes,
and the humble compliments
of a true friend,

D. W. Howard

Model School Program

Recently the Webster County Schools adopted a daily schedule. It is repeated here as a guide for school directors and teachers thoughout Iowa.

9:00 a.m.	Open Exercises Pledge of Allegiance, Lord's Prayer, Patriotic poems and axioms
9:15 a.m.	Roll
9:20 a.m.	Reading
9:40 a.m.	Mental arithmetic
10:10 a.m.	Geography and mapping
10:35 a.m.	Recess
10:50 a.m.	Written arithmetic
11:15 a.m.	History and our Constitution
11:45 a.m.	Meal break and recess
1:30 p.m.	Reading
2:00 p.m.	Physical geography
2:30 p.m.	Grammar
3:15 p.m.	Black board exercise
3:30 p.m.	Recess for day

Taken from: "1870 Iowa State Almanac," Explorations in Iowa History Project, UNI.

DIARY OF A YOUNG GIRL

Grundy Center to Correctionville, 1862
November, 1862

Saturday, 1st — Mother, Sarah Ann and I sewed; father got home from Watterloo; Edwin geathered corn.

Sunday, 2nd — Father, mother, Sarah Ann and the children, Edwin and I here at home. Snowed a little last night. Not but a little wind, very pleasant.

Monday, 3rd — Father went to Albion. Mother, Sarah Ann and I coocked (cooked), etc. Mr. Gould, Mrs. Wm, and Mrs. Charles Gould, were here this evening. Edwin geathered corn and set out four or five apple trees.

Tuesday, 4th — Stephen Southwick, Sarah Ann, Dorcas (the baby) Emma, Mary and I started at half past two o'clock to go to Sarah Ann's home in Correctionville, Woodberry Co. (Iowa). Stephen is going to his team to cary us out there and then he is going to come back. We went as far as Uncle Charles where we stayed all night. Fair weather.

Wednesday, 5th — After we went from Uncle Charles, we travled (traveled) three (3) miles, passing two houses, then crossed a twelve mile prairie where we came to a Norwegion (Norwegian) settlement; three miles from there we came to Stora City (Story City); then crossed an eight mile prairie, passed two houses, crossed Squaw Creek. On top of the hill was a white school house; there we turned off from the mane road a quarter of a mile, where Mr. Roberts lived. We stayed all night; they furnished us one bead (bed) and did not charge us anything. Cold and windy.

Friday, 7th — We crossed a twenty-three mile prairie, where we came to Jeferson City (Jefferson City); three miles from there we stayed all night with Mr. —— (name not given); they charged us twenty-two cents for a bead (bed), staying all night and hay for the horses. Not but little wind—pleasant.

Saturday, 8th — About a mile from Mr. —— we crossed a creek, then crossed a thirty-two mile prairie, where we came to five houses which was called Lake City; went three miles west from there, past a school house, then crossed camp creek where we stayed all night. Our bill was twenty cents. Warm and pleasant.

Sunday, 9th — We are still on our journey . . . From camp creek we crossed an eight mile prairie, and then there was houses every three or four miles for twelve miles; wh[illegible]e we came to Sack City (Sac City) about two o'clock; then came about eight miles without seeing any houses, where we came to a slough that was bad to cross and seeing it was in time to stop, we stayed there all night. Warm and Pleasant.

Monday, 10th — We crossed the slough and found that it was not as bad to cross as was expected, then crossed twenty-two miles of prairie where we came to Ida grove got there about two o'clock then crossed a twenty mile prairie where we came to Correctionville (got there about eleven o'clock) which was our journey's end. We saw five elk about dusk. Not but little wind. Very pleasant.

Tuesday, 11th — Sarah Ann and I picked up things about the house, etc. Morris was drawing wood. Stephen and Cyrus Webb (Morrises hiered (hired) man) went to hunt elk, but they did not see any. Windy and cold.

Taken from: "Diary of a Young Girl," Explorations in Iowa History Project, Price Laboratory, School, UNI.

DR. HAIR'S

ASTHMA CURE!

A STANDARD AND VALUABLE REMEDY.

Relieves the paroxysms quickly. Effects permanent benefit in every case, and ultimately a perfect and a lasting cure.

READ THE FOLLOWING DECLARATIONS.

REV. L. KENYON, Member of the Wyoming Annual Conference of the Methodist Episcopal Church, Hubbard, Iowa, writes, April, 1881.

I am now fifty years of age. Had the asthma since I was six months old, appearing immediately after the measels. During a large part of the time I had it very bad, at times so severe as to oblige me to keep my chair both day and night for two or three weeks at a time. Fifty years of experimentation had extinguished all hopes of a cure this side of the better world. If Dr. Hair's Treatise on Asthma had been put into my hands I presume I should not have read it any more than hundreds of other publications on the subject. Last September Rev. B. Weed Graham placed in my hands a letter from his daughter, Mrs. Ross, of Sea Cliff, New York, in which she informed her father that she was about ready to start for Colorado, to seek relief from asthma, but just before starting, obtained Dr. Hair's Asthma Cure, and after using two bottles considered herself entirely cured, and had given up her journey West. Two weeks after, while in Fort Dodge, a gentleman hearing my labored breathing, said, "I want you to see my wife." She had just been cured by the use of the same remedy. Here was a very bad case. Such evidence was quite convincing. Being urged to try one bottle, I concluded to do so, and began treatment about November 10, 1880. Contrary to all expectations, in about three weeks all doubts and suspicions had to give way to the stern fact that the disease was actually giving way to the medicine. I have had five months of wondrous relief, during which time not one night's sleep has been interrupted, although I was out of medicine for nearly six weeks. I have gained eight pounds, and continue to grow fleshy, and my health has greatly improved. You can use this statement of my case as in your judgment will be of service to the afflicted.

Mr. Wm. C. Bowyar, East Saginaw, Mich, writes April 27, 1885: "Six years ago I was badly afflicted with spasmodic Asthma. I had not performed the least work in four years. I used six bottles of Dr. Hair's Asthma Cure, which wrought a perfect cure."

John Rowland, New York Feed Store, Blake Street, Indianapolis, Ind., writes May 1st, 1885: "A short time since my attention was called to Dr. Hair's Asthma Cure. After the use of one bottle I had no more coughing wheezing or gasping for breath. I took it in its purity, sink or swim. I could not live much longer in the state I was in.

Joel A. Green, Marietta, Ga., writes June 1 1885: I commenced the use of your Asthma Cure in January 1881. My Asthma trouble was of twenty years duration, and of such a severe character that my system had become collapsed, my vitality almost exhausted, my hopes of relief gone. Physicians of the best schools and classes concurred in the opinion that my case was incurable. I commenced the cure when all other hopes had fled and nature was struggling for dear life. Marvelous as it may seem I never had a severe paroxysm since I began its use. I firmly believe it will cure any case of Asthma where there is vitality sufficient to build upon.

English and German pamphlets mailed free by Dr. B. W. Hair & Son, Cincinatti, Ohio. Asthma Cure for sale by

HUFFORD, BRADSHAW & THOMA,

FAIRFIELD, IOWA.

Taken from: "1870 Iowa State Almanac," Explorations in Iowa History Project, UNI.

SENT BY EXPRESS
EVERYWHERE.

WARD'S
PERFECT FITTING
SHIRTS.

Retailed at Wholesale Prices,
Made to Measure at $18 per doz.
OR SIX FOR NINE DOLLARS,

Without Collars on, with Collars on $3 per doz. extra.

MADE OF NEW-YORK MILLS MUSLIN,

With fine Linen Bosoms, and warranted as good a Shirt as sold in the retail stores at $2,50 each.

ALSO, THE VERY BEST SHIRTS THAT CAN BE MADE AT $3 EACH.

P. S.—Those who think I cannot make a good Shirt for $18 per dozen are mistaken. Here's the cost of one dozen $18 fine shirts.

30 yards of New-York Mills muslin at 14½c. per yd.	$4 35
7 yards of fine Linen, at 80c. per yard,	5 60
Making and cutting,	6 00
Laundry, $1; buttons and cotton, 50c.	1 50
Profit	2 45
Total	$18 00

Self Measurement for Shirts.

Printed directions sent free everywhere, and so easy to understand, that any one can take their own measure for shirts. I warrant a good fit. The cash to be paid to the Express Company on receipt of goods.

The Express charges on one dozen Shirts from New-York to New Orleans is $1.

P. S.—PARTIES WISHING SHIRTS IN HASTE, not having time to send for Rules of Measurement, should send per mail, prepaid, one of the best fitting shirts they have got, stating any alterations that may be required.

S. W. H. WARD, from London,
387 Broadway, up stairs,
Between White & Walker Streets, NEW-YORK.

Best Three-ply Linen Collars, any Shape,
$1,75 PER DOZEN!

Newest Styles English Silk Scarfs,
AT LONDON PRICES!

Taken from: "1870 Iowa State Almanac," Explorations in Iowa History Project, UNI.

Level Two:
Letter Reading

Summary

Students will read a pioneer letter describing a prairie fire and write a newspaper article about the same event.

Objective

Students will recognize that written accounts have different purposes and thus appear in different forms.

Suggested Time

One class period

Materials/Equipment

Transparencies of the letter of John Kenyon.

Procedure

1. Introduce the lesson by discussing the ever-present fear of prairie fires for Iowa's early settlers:
   a. Fires could be started by lightening.
   b. They moved quickly and a person on horseback probably couldn't outrun one.
   c. If a fire came, settlers would often start backfires so that when the main fire reached them, the area would already be burned and the big fire would go around their land.
2. Project a transparency of the pioneer letter describing the prairie fire. Read and discuss the letter. Identify both the content and the style of writing as sources for learning about pioneer farm life.
3. Note that the description of the fire was told from one person's perspective. Discuss how the event may have been described in a Jones County, Iowa newspaper of the day.
4. After providing time for students to compose a newspaper article on this event, have students share their articles focusing discussion on the contrast between the organization and content of a newspaper article and that of a letter.

The Letter of John Kenyon

1859

Monday eve Oct 23d. . .and now for the prarie fire we had week ago yesterday. I went to window and looked out and it was about 1-1/2 miles of(f). I could (see) nothing but smoke and it looked awful dark. I grabed the hoe and scythe and started for our south road about 20 rods from the house. when I got there the fire had just reached the road. it came in the shape of a V and the flames roled higher (than) the waves on the ocean. it looked awfull to me. I was so frightened that I shook like a dog. . .it had crossed th road. I run for life and put it out and followed it up the road ten rods or so untill it was past our land. I hurried back but it had crossed the road in another place and was within ten feet of the fence. Father Ellis and Mother and Ann was fighting of it like mad (as the english say) with foot mats rag rugs old pieces of carpet coats and petticoats &c. we fought it to the corn field then it had to side burn about 20 rods then it had a clean sweep for the hay, stables and house chicken coops hog sties all made of hay and poles but the house. Father and me stayed and fought it and the women folks cut it for the stacks and raked up all the old stalks they could. Mary she come just as the fire was comeing round the fields. she grabbed bed close of(f) the bed carpeting any thing she could lay her hands on. . .had all wet ready for action. on came the fire and how they kept it of(f) the stock the Lord only knows. I was (so) frightened that I dare not look that way. if it had not (been) for the female department everything would burn. they fought like heroes. Beaches and Joneses folks had almost as narrow escape as we but not quite so long. they had it about an hour and we 4 or 5 hours. they said they fought so hard they would come out of the fire and smoke and throw them selfs on the ground. they thought they was going up. I did not fight hard as that but I fought hard enougf to burn of(f) my whiskers and hair so I had to have them cut. I looked rather red around the jaw. . .

Mr Campbell one of our nearest neighbors south of us killed a bear last week in his corn field. he rode up to him (on) horse back (and) fired one barrel. his horse throwed him of(f). the bear closed in with him. he beat him with his gun untill he broke the breech of(f). then he used the barrel untill he killed him. the bear hurt him some on the arm and leg so he had to have a Doct. the bear weighted 200 lbs and he sold him to Esq Gillman at Notingham for the sum of twenty dolls. I would not mind being scratched a little for that amount. there was a bear seen on hickery grove a few weeks ago. . .The Almoral folks have seen signs of one up their. he carried of(f) Mr Harsons beehive. . .

Taken from: "Iowa Farm Letters," Explorations in Iowa History Project, UNI.

Level Three:
Letter Writing

Summary

Students will read and discuss a local newspaper article and write mock letters in response to the article.

Objective

Students will recognize the difference between public and private accounts of events and their places in reflecting historical events.

Materials/Equipment

A transparency of an article taken from a local newspaper.

Procedure

1. Introduce the lesson by projecting a transparency of an article from a current local newspaper. The article should contain a human interest element and center on a controversial event. (i.e., the change of a highway route through the community, raising taxes, firing the mayor, etc.) Read the article, relating the subject matter to current events and conditions.
2. Discuss the article from the viewpoint of the persons involved. Encourage the students to view the event from a different vantage point than is presented in the newspaper article.
3. Have students write mock letters to the editor or personal letters between parties mentioned in the article.
4. When this is completed, have students share their letters. Discuss the contrast between public and private documents and their roles in retelling history.

GENERALIZATION III

Documents are resources in explaining the history of a community.

Subtopic 2

Visuals provide information about life and values of people who lived in the past.

Rationale

Visuals provide a picture of the period in which they were created. As with written material, it is important to analyze their original purpose and audience in order to fully comprehend their message.

Visuals are created to provide serious and humorous statements for private, commercial and documentary purposes. Photos and paintings generally reflect realistic impressions of the visible aspects of a community's life, whereas cartoons symbolically depict an attitude about an event or situation. Yellow page visuals explain the services available in a community.

Size equals money. Large photos, paintings, advertisements and cartoons cost more to produce than smaller versions. The investment in larger visual messages makes a statement about the individual and/or group values of the period.

Level One: Family Century Book

Summary

Students will create a personal family century book that visually describes their family for the last century.

Objective

Students will recognize that visuals are a rich resource in retelling the past.

Suggested Time

Three class periods

Materials/Equipment

Five copies per student of century book pages, materials for making an album cover.

Procedure

1. Introduce the lesson by asking students to describe their family today in terms of the number of family members, where they live, ages of brothers or sisters, etc.
2. Have them describe their family of five years ago. Continue this pattern using 10, 25, 50 and 100 years. Continue until students are unable to adequately describe their family with the information they have.
3. Propose a family century book as a class project. Each student will research his or her family's history for the last century and visually describe the family for five, 10, 25, 50 and 100 years ago. Encourage students to involve their parents in the search. Students should be supplied with at least five copies of the century book pages which will be used to display photocopies of family pictures and documents, original drawings, pictures of family homes, postcards, etc.
4. When students complete their family century book and finish a cover, have a family open house and invite parents and grandparents to visit the school and view the students' albums.

Century Book

My Family _____ Years Ago.

Letter of Ephraim G. Fairchild

Preface

Ephraim G. Fairchild moved to Iowa with his wife and children in 1857. His uncle, Jeremiah Gard, owned land in Jones County. With the aid of his uncle, Fairchild and his family settled on a farm in Jones County. The following paragraphs describe the journey west from their home in New Jersey to Jones County, Iowa.

Pleasant Ridge March 3, 1857

Ever Kind and affectionate Father and Mother and all the rest of the friends. I take my pen in hand to write a few lines to you to let you know that we are all well at present and hope these few lines may find you all the same.

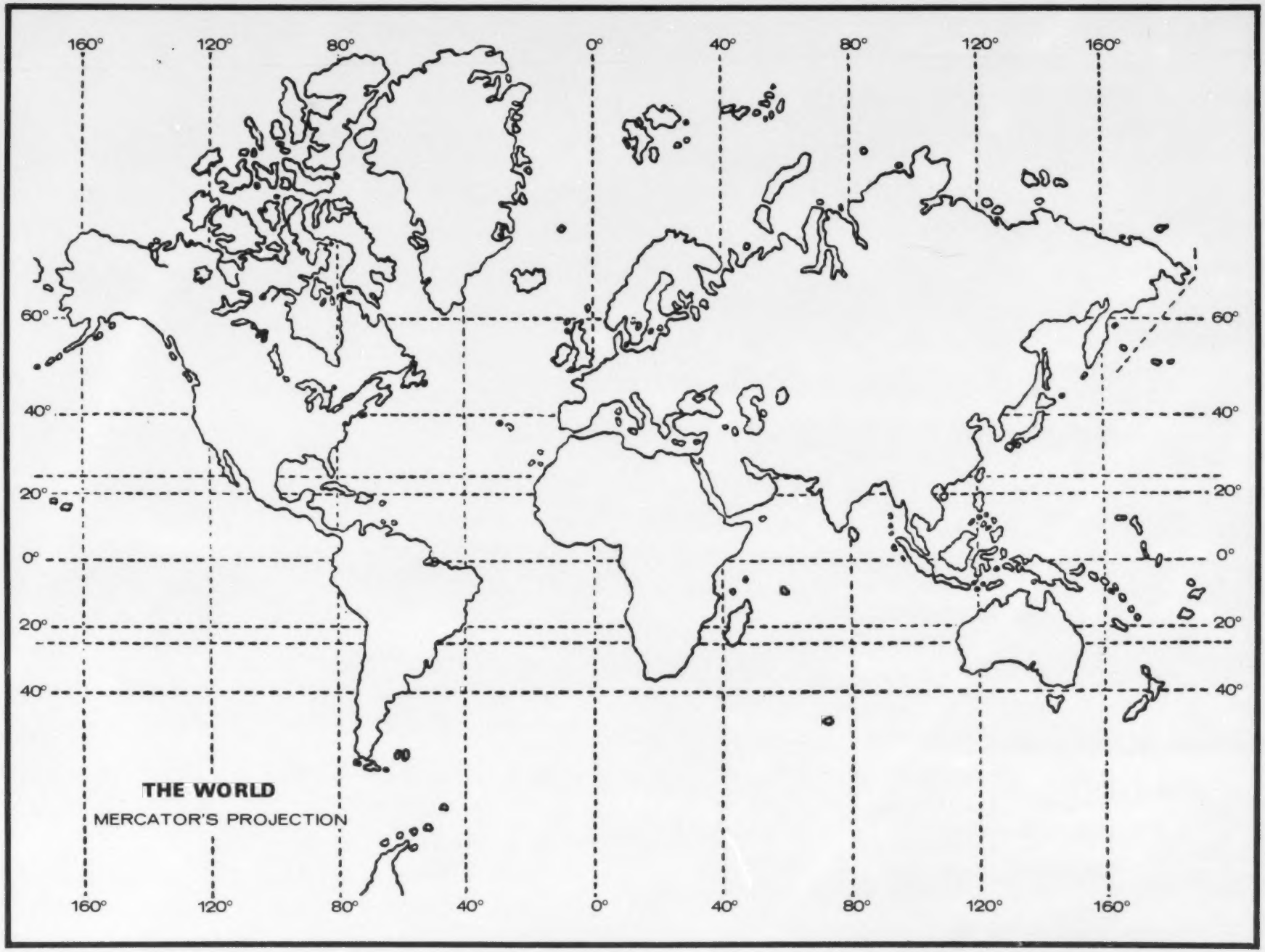
I will try to tell you some thing aboute our journey oute west. We had a very slow trip, the carrs run verry slow all the way from Jersey City up to Dunkirk so we did not make connection with the train from their and had to stop there from 2 oclock in the afternoon until 2 1/2 oclock wednesday morning. then we Started for Cleveland and arrived there aboute noon and missed the train there again. we had to stay their till about 4 oclock in the evening. then we started for toledo and there we made connection with the wagon going to chicago and there we had to stop about 4 or 5 hours longer. then we started about 9 in the evening for Dunleath.[1] we arrived there about 9 or 10 on friday morning and there we met uncle Jerry. he started from home on wednesday and arrived at Dubuque on thursday and on friday we crossed the missippia on the ice with the horses and wagon. then we started for uncle Jerrie's.

we got as far as the 11 mild (sic. mile) house. then we put up and in the morning we started again and went about 1 mild and broke the arm of the axel tree. then we was in a fix. no house nearer than a mild but Eliza and the children got out of the wagon and went on to the 12 mild house afoot and uncle and I unloded the things into another wagon and fixed up the wagon so as to get to the 12 mild house and there was a black smith shop and the smith thought he could fix it. so he went at it as soon as he cood and when he got it fixed it was about 2 or 3 oclock. then we started again and traveled on until night. then we put up at Ozark with a man by the name of E. West. they were verry nice people. the next morning which was sunday morning it thundred and lightened and raned quite hard untill about 9 oclock, then it stopped and about 10 uncle said he thought we had better start before the river at canton got so high tht it wood be dangerous. so we started and got acrost the river safe and went on home. we got to uncles about 4 oclock sunday after noon all safe and sound but mudier going I never saw in my life.

---

[1]Dunleith, Illinois, the original name for present-day East Dubuque.

Map to Accompany
Letter of Ephraim G. Fairchild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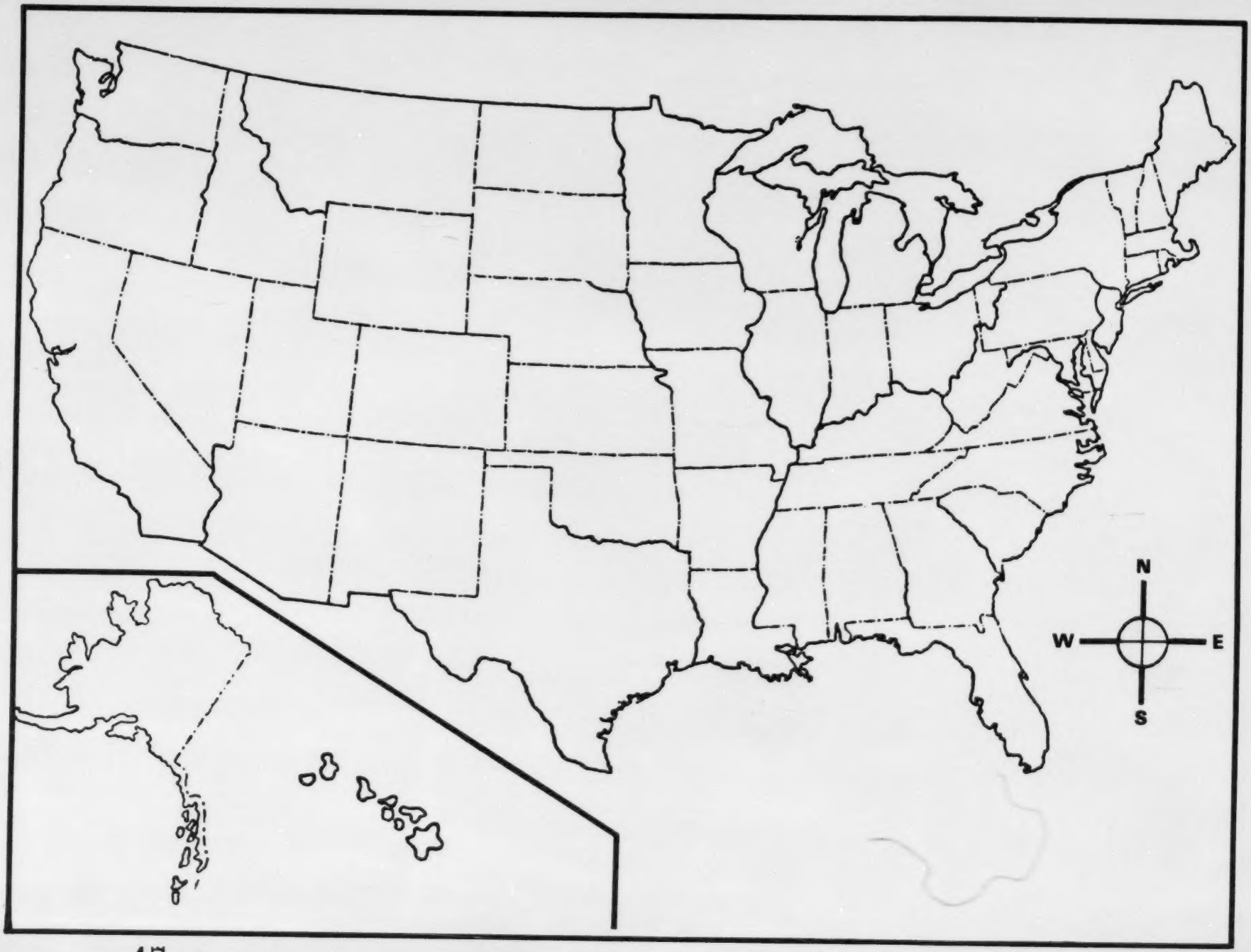
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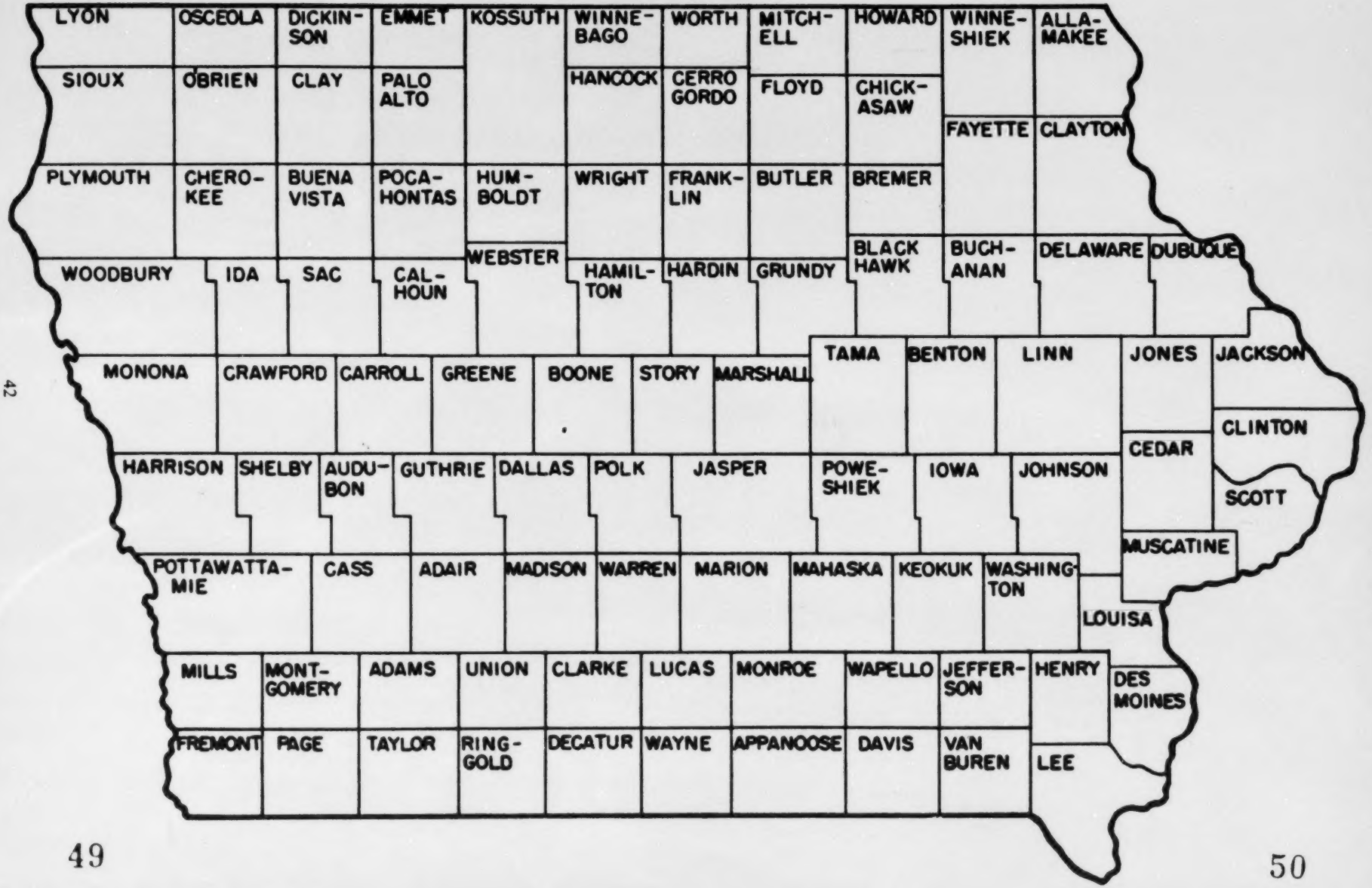
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OBRIEN
CLAY
PALO ALTO
HANCOCK
CERRO GORDO
FLOYD
CHICK-ASAW
FAYETTE
CLAYTON
PLYMOUTH
CHERO-KEE
BUENA VISTA
POCA-HONTAS
HUM-BOLDT
WRIGHT
FRANK-LIN
BUTLER
BREMER
WEBSTER
BLACK HAWK
BUCH-ANAN
DELAWARE
DUBUQUE
WOODBURY
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SAC
CAL-HOUN
HAMIL-TON
HARDIN
GRUNDY
TAMA
BENTON
LINN
JONES
JACKSON
MONONA
CRAWFORD
CARROLL
GREENE
BOONE
STORY
MARSHALL
CLINTON
CEDAR
HARRISON
SHELBY
AUDU-BON
GUTHRIE
DALLAS
POLK
JASPER
POWE-SHIEK
IOWA
JOHNSON
SCOTT
MUSCATINE
POTTAWATTA-MIE
CASS
ADAIR
MADISON
WARREN
MARION
MAHASKA
KEOKUK
WASHING-TON
LOUISA
MILLS
MONT-GOMERY
ADAMS
UNION
CLARKE
LUCAS
MONROE
WAPELLO
JEFFER-SON
HENRY
DES MOINES
FREMONT
PAGE
TAYLOR
RING-GOLD
DECATUR
WAYNE
APPANOOSE
DAVIS
VAN BUREN
LEE

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Level Two: Family Map

Summary

Each student will visually describe his or her family's migratory history through maps and other visual material.

Objective

Students will recognize the importance of visual material when describing family history.

Suggested Time

Three to four class periods

Materials/Equipment

Student copies of the letter of Ephraim G. Fairchild. Transparency of the map to accompany the letter.

Procedure

1. Introduce Ephraim G. Fairchild to the students by handing out a copy of the letter to each student. As the students read and discuss the letter, project a transparency of the map to make the letter more meaningful.
2. Ask students to share what they know about their families' migrations to Iowa. Have students solicit the involvement of their parents in discovering where their ancestors resided.
3. When the class has identified raw information about their families' migratory history, assist them in making a visual display of their families' moves. The enclosed maps of the world, the United States and Iowa will be helpful when identifying specific locations and displaying notes about family members' memories of migration. Encourage students to include original sketches or family photos from various locations. Discuss the importance of visual material when recounting family history. Display each student's work as a culmination of this experience.

Level Three: Time Capsule

Summary

Students will create a time capsule for today and a century ago containing visual material describing each period.

Objective

Students will recognize the value of visuals in providing information about life at another time.

Suggested Time

Three to four class periods

Materials/Equipment

Art materials: paper, markers, pencils, etc.

Vocabulary

time capsule

Procedure

1. Introduce the lesson by asking students to define the term "time capsule." Ask if they have ever heard about one, seen one or made one. After discussing students' responses, ask them to visualize what their counterparts from a century ago might have included in a time capsule if they were to create one. List students' ideas on the board. Probe the students' thinking, encouraging them to draw on their knowledge of 19th century life gained from previous lessons. In addition, discuss the role that visual material would play in describing a particular period.
2. Provide students with art materials so they can illustrate items which may have been found in a 19th century time capsule created by elementary students. Encourage students to bring from home some pictures, photocopies of documents, postcards, letters, small trinkets, etc. having a 19th century vintage.
3. Have students put together a present-day time capsule containing visual material describing their lives at school. Included might be student writing samples, predictions for the future, class pictures, school schedules, etc.
4. When students have finished both time capsules, display them in the room. If possible, make arrangements to seal their present-day capsule, not to be opened until high school graduation or some other designated date.

GENERALIZATION III

Documents are resources in explaining the history of a community.

Subtopic 3

Visuals can be created from historical accounts; written accounts can be created from visuals.

Rationale

Interpreting historic material through a different form adds another dimension of comprehension to the original ideas. That which originally appeared in writing can be visualized; visuals can be described in writing or orally.

Level One: Photograph Interpretation

Summary

Students will be guided in a thorough examination of a photograph of their local community and/or Burlington, Iowa. Written descriptions will summarize their observations.

Objective

Students will recognize the value of visual material in interpreting the past.

Suggested Time

One class period

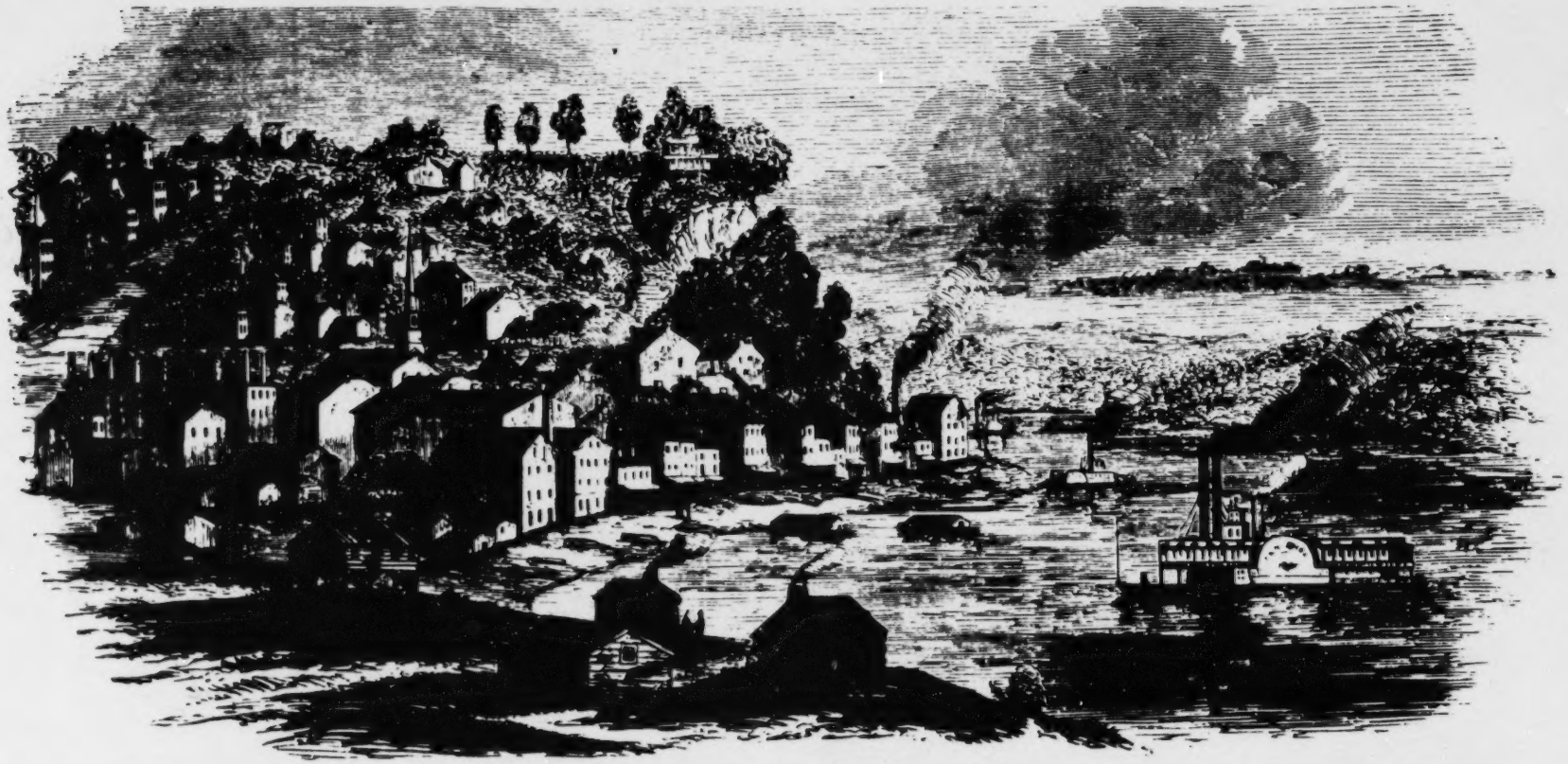
Materials/Equipment

Engraving: View of Burlington — Iowa Wall Map

Procedure

1. Begin the lesson by locating Burlington, Iowa, on an Iowa map. Discuss Burlington's importance to the early development of Iowa and its geographic position relative to the westward progression of pioneer settlement.
2. Distribute copies of the picture "View of Burlington, Iowa." After students have the opportunity to make superficial observations from the picture, guide them in a thorough examination of the engraving. The following questions could be discussed:
   a. Where was Burlington located?
   b. What types of homes were available?
   c. How did the river serve the community?
   d. What do the buildings tell about the economic structure of the community?
   e. Besides homes and businesses, what other types of buildings are visible?
   f. How were homes heated?
   g. etc.
3. Have students write a brief description of Burlington in 1855. Their descriptions should reflect the information gained from observing the engraving.
4. If possible, locate a photograph of the local community from which students could draw conclusions about earlier life there. This photograph could be used instead of or in addition to the Burlington engraving.
5. Student descriptions could be displayed on a bulletin board along with the picture.

Jesse Williams, *Map of the Surveyed Part of Iowa* (New York: J. H. Colton, 1840), inset.



VIEW OF BURLINGTON IOWA

Ballou's Pictorial Drawing-Room Companion (ca. April, 1855); Iowa State Historical Department, Division of the State Historical Society, Photograph Collection.

Level Two:
Advertise Your County

Summary

Students will read a descriptive interpretation of Iowa for 1853. They will make posters promoting settlement in their county using the information from the article as a basis for their drawings.

Objective

Students will recognize the relationship between written and visual material, noting that either may be used as a basis for producing the other.

Suggested Time

One class period

Materials/Equipment

Student copies — "The State of Iowa," art materials, poster paper.

Procedure

1. Introduce the lesson by having students visualize the state of Iowa before pioneer settlement. Discuss the predominant characteristics of a prairie region.
2. Distribute copies of "The State of Iowa" printed in 1853 as part of The Western Tourist and Emigrants' Guide. Read and discuss parts of the article noting the positive picture the article presents regarding frontier settlement.
3. Using the perspective of the article, have students create promotional posters advertising their county as a great place to settle in 1853. Encourage students to use information from the article as a basis for pictures included on their poster. In addition, they will need to consider the location of their county when describing it in 1853. The southeast quarter of Iowa was leaving the frontier period in 1853 while the northwest corner was barely beginning to be settled.
4. Display the posters on a classroom bulletin board. Provide the opportunity for students to observe and discuss each other's work.

The State of Iowa

Area 50,914 square miles — Population 192,214

Prairie predominates in this state. Scarecely a hill interrupts the sea-like expanse of its wavy surface. An elevated table-land of plateau, however, extends through a considerable portion of the country, and forms the watershed between the streams flowing into the Missouri and Mississippi rivers respectively. The margins of the streams are thickly timbered. The prairie lands are variously covered: some are clothed in thick grass, suitable for grazing farms, while hazel thickets and sassafras shrubs invest others with perennial verdure. In spring and summer the surface is enamelled by wild flowers in endless variety. The soil is universally good, being a rich black mould, mixed sometimes with sandy loam, and sometimes with red clay and gravel. Lead, zinc, iron, &c., are very plentiful. The "mineral region" is principally confined to the neighborhood of Dubuque. The lead mines of this region are perhaps the most productive and valuable in the world. Ten thousand miners could here find profitable employment. Zinc occurs in fissures along with the lead, chiefly in the form of electric calamine. In some "diggings" this mineral is found in a state of carbonate, and in others as a sulphuret. Iron ore is abundant in several districts; but as yet the mines have not been worked to any great extent. The state is well watered by numerous navigable rivers and streamlets flowing into the Mississippi and Missouri rivers, which bound the state—the first on the E. and the latter on the W. The principal of these are the Red Cedar and Iowa, and the Des Moines, which empty into the Mississippi. The rivers falling into the Missouri are comparatively unimportant. The climate is excellent, especially on the prairies, and the country is as free from endemic diseases as the most favored portion of the Union. Periodic breezes blow over the prairies as regularly and as refreshing as on the ocean between the tropics. The only unhealthy portions of Iowa are the low margins of the rivers, which are frequently inundated. Though the buffalo, once the denizen of this beautiful country, is now almost extinct, and though the elk is only found in the wild recesses not yet occupied by civilization, a great variety of wild animals remain, and afford pleasure to the sportsman and profit to the hunter. The wolf, panther, and wildcat are still numerous, and in the wooded districts the black bear is found. Foxes, racoons, opossums, gophars, porcupines, squirrels, and the otter, inhabit almost the whole unsettled country. Deer are also quite numerous, and the musk-rat and common rabbit are incredibly prolific. Among the bird tribes are wild-turkeys, prairie-hens, grouse, partridges, woodcocks, &c. Geese, ducks, loons, pelicans, plovers, snipes, &c., are among the aquatic birds that visit the rivers, lakes, and sluices. Bees swarm in the forests; the rivers and creeks abound with excellent fish, and the insect tribes, varied and beautiful, add gaudiness to the scene.

Iowa mainly owes its prosperity to its agricultural resources. Its fine prairies are easily converted to cultivation, and its natural pastures afford peculiar facilities for the rearing of cattle, and sheep farming. Wool-growing, indeed, has become one of the staple employments of the farmers; and the raising of hogs for market, is no less profitable in its results. The sheep and hog are here raised with little or no trouble, the natural productions of the forest and prairie affording a plentiful subsistence. The cereal and root crops grow luxuriantly, and all the fruits of temperate climate find here a congenial soil. Tobacco is grown extensively on the alluvial margins of the Des Moines, and the castor-oil plant, which has been lately introduced, succeeds well. No country in the world, in every point of view, is more promising to the agriculturist. Fertile and productive, yielding minerals of the greatest value, penetrated by numerous navigable rivers, and bordered by the noble Mississippi, easily accessible, and free from many of the dangers incident to newly-settled countries, it offers the greatest inducements to immigrants and others to make it their homes. Its commercial advantages are perhaps second to those of none other of the Western States, while every portion of the country is open to easy navigation and land travel. It already contributes largely to the valuable cargoes that annually arrive at New Orleans. The settled portion of the state is well provided with good roads; but as yet no canals or railroads, though several are projected, have been built. The manufactures of Iowa consist principally of such heavy articles as are of immediate necessity to the settler, or of such goods as are usually made in families, as coarse woollen and cotton articles, &c. The aggregate value of property assessed for taxes in this state in 1848 was $14,449,200.

The Western Tourist and Emigrant's Guide (New York: J. H. Colton, 1853), pp. 43-44.

Level Three:
Local School History

Summary

Students will identify questions about the history of the local school system and use local sources to graphically describe the development of education in the community.

Objective

Students will appreciate the development of education in their community while strengthening their graphing skills as a means of reporting raw data.

Suggested Time

Three to four class periods

Materials/Equipment

Graph paper, drawing paper, markers, etc.

Procedure

1. Introduce the lesson by having students speculate what school life was like in the community 50, 75 or 100 years ago. Discuss buildings, class sizes, materials, facilities, etc.
2. Have students identify specific questions concerning school life in the community 75 years ago. The following sample questions might be expected:
   a. Where was the school building(s) located?
   b. How many students were enrolled?
   c. How many different classes were offered?
   d. What hours were classes held?
   e. How many teachers were employed?
3. Have students identify sources where the answers to these questions could be obtained. If 75 years ago is chosen, local citizens could be interviewed. The local historical society and the library should also be helpful.
4. After obtaining raw data from available sources for 75 years ago, contact the local school board to obtain current data for comparison where appropriate.
5. Have students create graphs to visually describe the development of the local school for the last 75 years. Display the data on a bulletin board highlighting local school history. If some questions don't lend themselves to quantified data, drawings, photos or written descriptions could be used.

Appendix

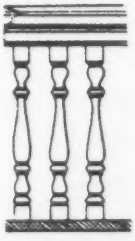
A Glossary of Old-House Parts

Exterior Features of Pre-1920 Houses

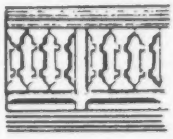
Acanthus A common plant of the Mediterranean, whose leaves, stylized, form the characteristic decoration of capitals of Corinthian and Composite orders. In scroll form it appears on friezes, panels, etc.

Anthemion A common Greek ornament based upon the honeysuckle or palmette. Used singly or as a running ornament in friezes, cornices, iron work, etc. The anthemiom is a very adaptable decoration; the one at right is a stencilled version.

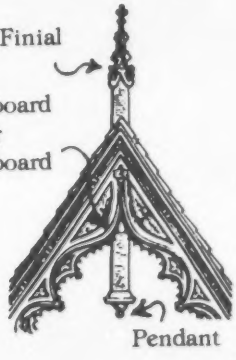
Baluster A spindle or post supporting the railing of a balustrade. Balusters can be turned or sawn.



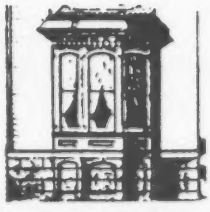
Balustrade An entire railing system with top rail and balusters.



Bargeboard The decorative board attached to the projecting portion of a gable roof; the same as a vergeboard. During the late part of the 19th century, bargeboards were frequently extremely ornate.



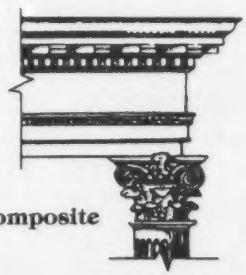
Bay An element that protrudes from the facade, usually defined by windows. A bay window rises from the ground one or more storeys.



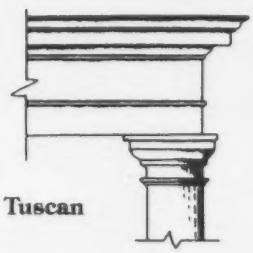
Board and Batten Vertical siding composed of wide boards that do not overlap, and narrow strips, or battens, nailed over the spaces between the boards.

Bracket A projection from the face of the building to support a cornice or ornamental feature. Sawn wood brackets were an important decorative feature in many Victorian house styles.

Columns Part of the Classical Order in the architecture of ancient Greece and Rome. Comprised of the base, column, capital and entablature. The proportion for each and every element was spelled out based on the diameter of the column.

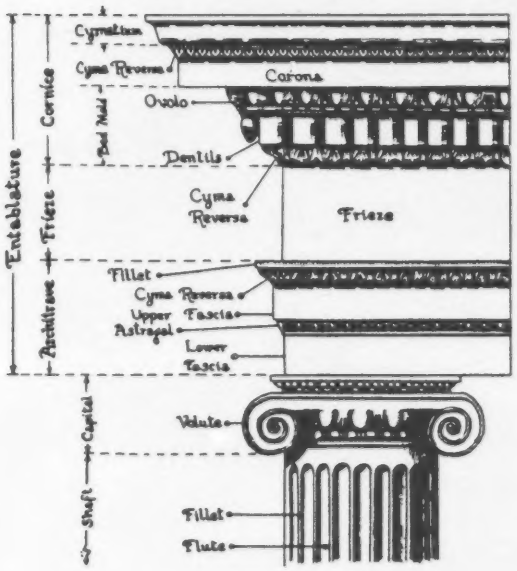


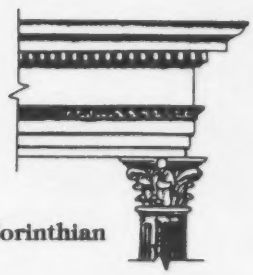
Composite



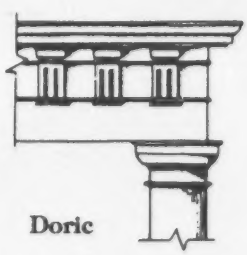
Tuscan

An Ionic Entablature



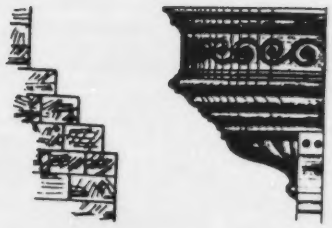


Corinthian



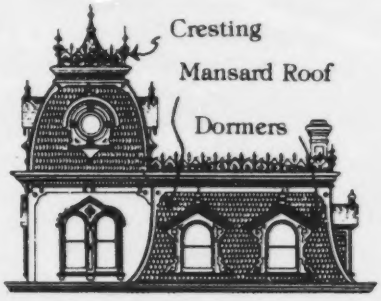
Doric

Corbel A bracket or block projecting from the face of a wall that generally supports a cornice, beam or arch. "Corbelling out" refers to the building of one or more courses of masonry out from the face of a wall to support timbers or a chimney.

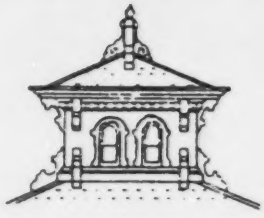


Cornice In classical architecture the upper, projecting section of an entablature; also the projecting ornamental moulding along the top of a building or wall.

Cresting A line of ornament finishing a roof. Victorian houses (especially the Second Empire and Eastlake styles) often feature a small cast iron railing with decorative points on roofs and balconies.



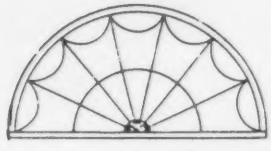
Cupola A small dome or similar structure on a roof. In the 19th century Italian villa style house, a square-shaped, windowed cupola was used from which to enjoy the view and was called a belvedere. Also called a lantern.



Dormer A vertically set window on a sloping roof; also, the roofed structure housing such a window. (See "Cresting" for illustration.)

Eaves The projecting overhang at the lower edge of a roof.

Fanlight Semi-circular window over a door or window with radiating bars or tracery in the form of an open fan.



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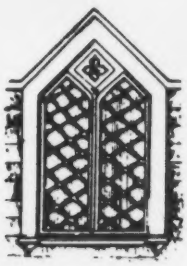
Gable The triangular part of an exterior wall created by the angle of a pitched roof.

Gazebo An outdoor pavilion or summer house popular for lawns and gardens of rural houses in the Victorian era.

Half-timbered Descriptive of 16th and 17th century houses built with timber framing with the spaces filled in with plaster or masonry. This style of building was imitated in the 19th and early 20th centuries with the Tudor Revival. (See "Gable" for illustration.)

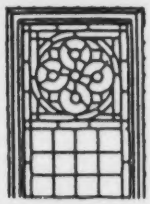
Keystone The central stone of an arch.

Lancet Window A narrow window with a sharp, pointed arch; it was a feature of the Gothic Revival house.



Lattice Open work produced by interlacing of laths or other thin strips used as screening, especially in the base of the porch.

Leaded Glass Window A window composed of pieces of glass that are held in place with lead strips; the glass can be clear, colored or stained. Leaded glass windows are often called "stained glass windows."

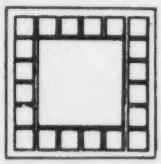


Lintel The piece of timber or stone that covers an opening and supports the weight above it.

Mansard The classic mansard roof has steep sides broken by dormer windows. Named after the French architect, Francois Mansart, the mansard roof was a prominent feature of the Second Empire Style in the mid-19th century. (See "Cresting" for illustration.)

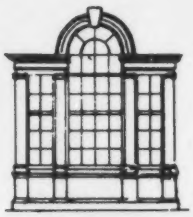
Modillion An ornamental horizontal block or bracket placed under the overhang of the cornice.

Mullions The strips inside the sash that divide a multi-paned window. Also called "muntins."



Oriel Window A bay window that projects from the wall of an upper storey and is carried on brackets, corbels, or a cantilever. The oriel window is often confused with the bay window. The difference is that a bay starts at the ground while the oriel begins above the first storey.

Palladian Window A window composed of a main window having an arched head and on each side a long, narrow window with a square head. Also called a Venetian window.



Pediment A wide, low-pitched gable surmounting the facade of a building in a classical style; also any similar triangular crowning element used over doors, windows and niches, usually triangular but may be curved.

Pendant A hanging ornament, on roofs and ceilings, used extensively as a decorative feature in Gothic Revival architecture. (See "Bargeboard" for illustration.)

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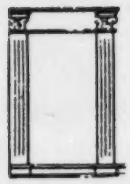
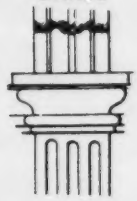
Pilaster A shallow pier attached to a wall; commonly used around doors and windows. Pilasters are often decorated to resemble classical columns and are generally fluted (with grooves and channels) or reeded (the opposite of fluted; a series of convexities like a bundle of reeds.)



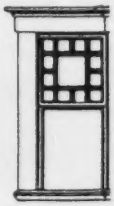


Fluted

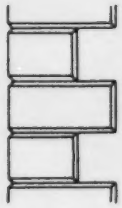
Reeded

Portico A porch, entrance way, or walk consisting of a roof supported by columns.

Queen Anne Window The Queen Anne style house, popular in the last quarter of the 19th century, revived many features from the 18th century. One was the small glass window pane, but arranged in a different form and usually only on the upper sash.



Quoin The stones or bricks which form the corner of a building, often distinguished decoratively from the adjacent masonry.



Revival Architecture During the 19th century many historic styles from preceding centuries came into fashion. The first significant revival came in the early part of the century with the Greek style. As happened with the later Revival styles, the Greek Revival began with public buildings. They were in almost exact imitation of the ancient Greek temples. Thousands of domestic versions followed, incorporating some of the prominent features of this historic style.

This style had a very long period of revival -- 1820 to 1860. There was an emphasis on columns and pilasters, from a small portico to the elaborate Southern version, as well as use of the triangular pediment.

Greek Revival

Popular from 1835 to 1860, Gothic was used for churches, civic buildings and houses— from small wooden cottages to stone houses. Sharply pointed gables, lancet windows, and wooden bargeboards with gothic motifs were all used to give a picturesque, medieval appearance.

Gothic Revival

Originally inspired by the anonymous farmhouse architecture of the Italian countryside, the revival was popular here from 1845 to 1885. Features are: an asymmetrical arrangement of square shapes and lines, flat or low pitched roofs, heavy cornices with brackets and often a tower or belvedere.

Italian Villa Style

The most popular style of all, the Tudor Revival continues today. Drawn from the 1500s Tudor period in England, its most prominent feature is half-timbering and often includes medieval windows and large chimneys. It was in great vogue in the late 1800s. Also called the Elizabethan style.

Tudor Revival

Popular from 1870-1900, Romanesque recalled the massive effect of stone buildings in the period before medieval Gothic. Houses in this style were stone or shingle, large and low, with many rounded windows and round arches. Chimneys were squat to keep the low, solid shape.

Romanesque Revival

The sparing use of classical decoration in architecture and furniture during the reign of Queen Anne (first decade of the 1770s) was the inspiration for this revival. Popular from 1875-1900, it actually was a conglomeration of Colonial features, medieval towers and windows, and large porches, arranged in an asymmetrical composition. Queen Anne houses have a great variety of shapes and textures as well as a wealth of ornament.

Queen Anne Style

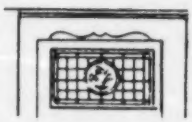
Interest in America's 18th century heritage was revived by the Centennial Exhibition of 1876. From 1890 to 1920 a great many houses were built that echoed the styles of the early English, Dutch and Spanish settlers. Some houses were built as exact replicas of the Georgian manor house or the Federal style, while most were, in size and shape, built in the earlier Victorian form with Colonial details (Palladian windows, columned porticoes, classical pediments, etc.)

Colonial Revival

Sawn Wood Ornament Ornamental woodwork, popular in the Victorian era for trim on porches, eaves, fences. Often called gingerbread, scrollwork and fretwork.

Soffit The underside of any subordinate member of a building, such as the under surface of an arch, cornice, eave, beam or stairway. (See "Eaves" for illustration.)

Stained Glass Window A window with a painted scene or words on the glass that is then fired onto the glass. Windows with just colored glass are often called stained glass, but a true stained glass window is more the product of the art of the painter than the glazier.



Swag A festive decoration of semi-loops with loose ends, similar to a swag of fabric. They are also called festoons, and when composed of flowers, called garlands. Swags in stone, wood or stamped metal were popular ornaments for the Queen Anne and Colonial Revival houses.

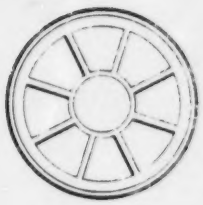
Tracery Delicate ornamental work consisting of interlacing lines, the intersecting of ribs and bars, as in rose windows and the upper part of Gothic windows.

Transom Window Any small window over a door or another window, often containing stained or leaded glass.

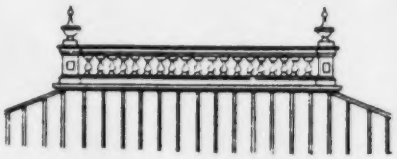
Verandah A roofed open gallery or porch. The verandah was an important feature of the romantic, picturesque styles of A. J. Downing in the mid-19th century—the Italianate, Gothic Revival and Bracketed cottage. It remained a popular feature of American architecture throughout the 19th and early 20th century.

Victorian Term used to cover all the various kinds of houses and public buildings built during the reign of Queen Victoria—1837 to 1901. Although "Edwardian" is used in England to describe buildings in the first decades of the 20th century, here in America they are generally known as "turn-of-the-century." The styles popular in the latter part of the 19th century—Queen Anne, Colonial Revival, Stick and Shingle—continued to be built right up until the First World War.

Wheel Window Round windows with mullions radiating from the center, as in the spokes of a wheel. Also called Catherine-wheel. Those with tracery are generally known as Rose Windows, while the round window without tracery or mullions is known as an "oculus" or "oeil-de-boeuf"—Bull's Eye Window.



Widow's Walk A narrow platform on a roof, usually with a wooden balustrade. It was originally a feature of the early New England house with a view of the sea. Today it is often used to denote any small roof top with a balustrade or cresting.



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